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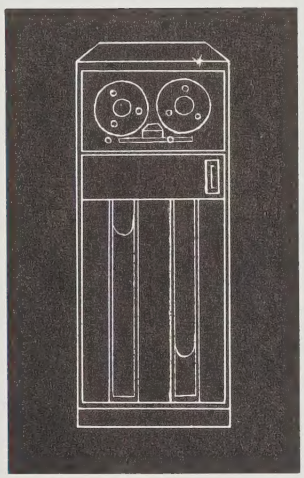
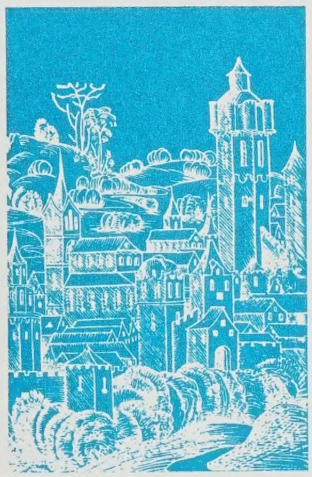
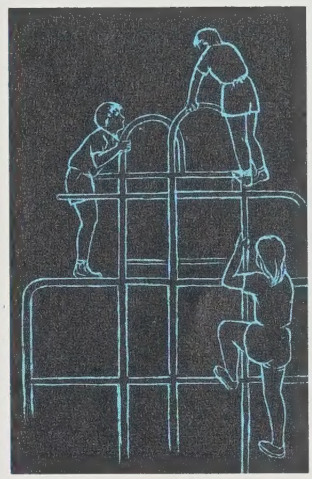
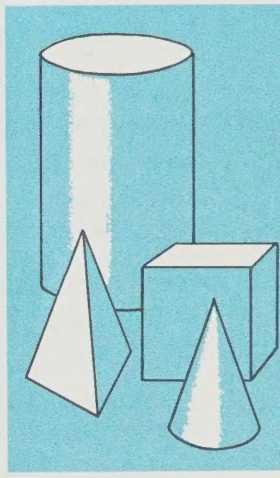
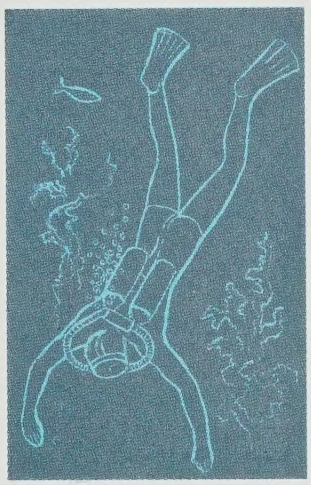
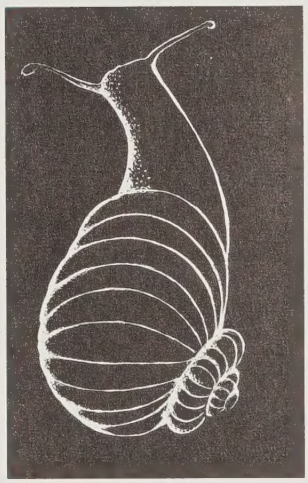
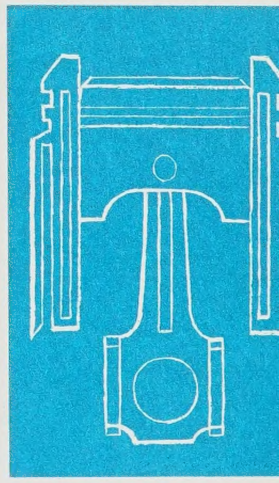
Educational Television Series 1968-69

Teachers' Guide

History INTERMEDIATE AND SENIOR DIVISIONS

Aspects of Medieval History

Educational Television Branch
ONTARIO DEPARTMENT OF EDUCATION
1670 Bayview Avenue, Toronto 17

HISTORY

Intermediate and Senior Divisions

ASPECTS OF MEDIEVAL HISTORY

4 programs of 20 minutes each

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Program three
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Please address inquiries and comments to:

Assistant Superintendent,
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Toronto 17.

INTRODUCTION

This series of four programs of 20 minutes each is of particular relevance to grade nine students. However, students of grade eleven, medieval history should find it to be useful.

Although based upon a good deal of investigation, each program is in the nature of a suggestive vignette, rather than an authoritative and detailed statement. It is hoped that as a result of viewing these programs, students will be sufficiently stimulated to pursue further all, or any of the topics or to disagree with any, statements or postures we may have made or taken. We wish to emphasize that such disagreement would be totally in keeping with our intent and purpose.

All the programs represent a subjective interpretation of the particular topic at hand, and it is our sincere wish that the viewing students will want to react by developing their own.

The topics under consideration are:

ARMED CHRISTIANITY — a symbolic drama, which attempts to place in clear relief the central paradox of the age.

A MEDIEVAL TOWN — a documentary record of a class project concerning the construction of a model medieval town.

THE ROOTS OF POWER — a simulated television interview, in the contemporary style, with Henry VII concerning his kingship.

MEDIEVAL TECHNOLOGY AND THE EXPANSION OF EUROPE — an exposition of a particular thesis concerning the effect of the developing technology of medieval Europe.

As will be observed, we have used a variety of formats, from drama to documentary. We very much need to have your comments concerning the various formats. How did the students react to each? Did they feel that any were too contrived?

PROGRAM I

ARMED CHRISTIANITY

The middle ages (as with any era) contains a number of paradoxes, but the one central paradox that comes to mind, almost immediately, for most students of history is that of the combination of *faith and violence.*

Undoubtedly, the medieval era was a time of great piety and religiosity. The church was still a huge monolith controlling the spiritual aspects of Europe as well as having considerable influence in temporal affairs. At the same time, it was an age of violence with little regard for the dignity of the individual.

The single, clearest exposition of this contradiction is probably the Crusades, — the holy wars. We have produced a short drama concerning the Crusades in which we have attempted to symbolize this general paradox. The program takes the form of a contemporary reporter visiting the castle of a crusader (a Knight Templar) and interviewing a number of individuals who are preparing for a crusade. One of the central figures in the program is a young knight, Michel, who is training for his first crusade. We interview him as well as his guardian, the Knight Templar, concerning their attitudes to a war being fought in the interests of the "Prince of Peace". We also meet Lisa, a young girl who is a close friend of Michel's, an armourer, and a priest who articulates the intellectual and theological justification for a "just war". The program ends with some impact as the young knight becomes directly involved with the violence of the war. The matter is thus left open-ended.

We should point out that this program does not pretend, in any way, to represent a definitive study of the Crusades or any part of it. We have designed it to be suggestive and symbolic. For instance, Michel is wearing the white tunic and the red cross of the Knight Templar even though it is unlikely that this would be the historical case. We have taken poetic license at this point.

We hope that the students, as a result of viewing this program, will be sufficiently interested in the issue of piety and violence that they will look for its manifestations in other aspects of medieval society as well as other eras, including our own. In addition, the students should be asked to suggest other paradoxes that were present during this period.

SUGGESTED ACTIVITIES

1. View complementary films:
   a) "Ivanhoe"—Metro-Goldwyn-Mayer.
   b) "The Hunchback of Notre Dame"—Astral films

2. Projects:
   a) Prepare a collage of graphic and print materials to illustrate the paradox of piety and violence as manifested during medieval times or any other period.
   b) Prepare a symbolic representation of the piety and faith of the middle ages.
   c) Invite a clergyman to visit the classroom to discuss the concept of a "just war".

3. Essays, panel discussions, reports:
   a) The Just War
   b) Crime and Punishment in the Middle Ages
   c) Recreation and Entertainment
   d) The Crusades
   e) The Knights Templar
   f) St. Francis of Assisi
   g) Paradoxes in the Middle Ages
   h) The Status of Women in the Middle Ages

4. Questions for discussion:
   a) "Medieval man's propensity for violence can be best explained by his lack of civilization and culture."
   b) "The Crusades were the greatest manifestation of the deep faith of the middle ages."
   c) "The Crusades were the best solution to the constant problem of the

fratricidal wars of the European nobility."

d) "The Franciscan religious order represented a return to the original principles of Christianity."

e) "The individual was regarded as a very small part of the general scheme of things during the medieval era."

f) "The medieval tournament or joust, in all its ferocity was very little different from our prizefight or football game."

g) "The Vietnam war is a crusade for democracy."

h) "Women today have a great deal more influence than they had during the middle ages."

Bibliography

Armed Christianity:

CERTZ, F.B., *The Mind of the Middle Ages,* Knopf, 1953, 1954, 1958.

NEWHALL, R.A., *The Crusades,* rev. ed., Holt, Rinehart and Winston, 1963.

PROGRAM 2

A MEDIEVAL TOWN

For the purposes of this program, an average Grade eleven class from Central Peel Secondary School in Brampton constructed a model of a medieval town during their regular history and art classes. Their creation was based upon a great deal of research and represents a *composite* of many medieval towns as opposed to an accurate representation of one particular town.

We filmed and talked to the students as they progressed. The result is a filmed documentary of the building of a medieval town model overlaid with direct, student commentary as to the various characteristics of medieval town life. Some of the topics that are discussed are: town-planning, housing, health and hygiene, fairs and markets, the role of the guilds and the burghers. As is mentioned in the program, this model represents one group of students' interpretation of medieval towns. We hope that the viewing students will pursue their own.

SUGGESTED ACTIVITIES

1. Projects:
   a) Build models or displays concerning the various characteristics of the medieval town, representing it as accurately as possible or symbolically.
   b) Prior to the viewing of the program, select groups of students to research the different aspects of the medieval town, as preparation for a criticism of the television program.
2. Essays, reports, panel discussion:
   a) The Role of the Burgher in Medieval Society.
   b) The Contribution of the Guilds to Town Life.
   c) Town Planning – Then and Now.
   d) Hygiene and the Town.
   e) The Town and Feudalism.
   f) The Medieval Cathedral.
3. Questions for discussion:
   a) Why did towns develop?
   b) Who controlled the government of the town?
   c) What influence did the town have on the politics outside of its walls?
   d) "The medieval town was not medieval."

Bibliography

A Medieval Town:

BALDWIN, S., *Business in the Middle Ages,* Holt, 1931.

MUNDY, J.H. and RIESENBERG, P., *The Medieval Town,* Anvil 30, 1958.

PROGRAM 3

THE ROOTS OF POWER

Here we have Henry VII submitting to a television interview conducted by a probing questioner in the contemporary style. We have attempted to characterize Henry VII somewhat, a little-known but interesting king, as well as to reveal the roots of his power. Henry discusses his Machiavellian views concerning power, his tactics in unseating Richard III, his methods in retaining the monarchy and his realization that the merchant class held the key to a long and prosperous reign.

Henry VII is used as a focus to bring into view the changing social, economic and political situation of 15th century Europe. The old gives way to the new and Henry VII represents the new monarchies rising out of the ruins of medieval feudalism.

Our hope is that the students will be sufficiently engaged by the character of Henry VII that they will seek more information concerning him and the conditions that created him.

SUGGESTED ACTIVITIES

1. Prior to viewing the program, a student or group of students, could report on the Wars of the Roses and the causes of the anarchical, political situation of 15th century England.
2. It might be wise to review the political structure of feudalism.
3. Prepare a map or maps which show the growth of towns and commerce from the 12th century to the 15th century.
4. Some essay or report topics:
   a) The Roots of Power in the Feudal Era
   b) The Emerging Middle Class
   c) Henry VII: the First Modern King
   d) Henry VII as a Personality
   e) The Major English Towns
   f) The English Wool Trade
   g) Henry VII and his Opposition
   h) The 15th Century Failure of the English Nobility
   i) Henry Rudor and the Merchants
   j) Henry VII and the Consolidation of his Power
   k) The Roots of Power Today
5. Some questions for discussion (quotations from the television program):
   a) "The most important duty of a king is to stay in power."

b) "A wise ruler benefits his subjects to the extent that his subjects will not desire to remove him from the throne."

c) "My conscience is a king's conscience. It cannot trouble itself with niceties, truth and honesty and the like. It reacts to the welfare of the nation not to precious little philosophical hypotheses."

d) "Was I to go among a divided people as Henry Tudor of Richmond, a rebel and the cause of a king's death? Or should I appear as King Henry VII who slew the usurper Richard of Gloucester, a monarch capable of defeating a rebel?"

e) "The centuries are not my responsibility".

f) "I will caress those who love me; I will destroy those who wish to injure me."

g) "Make sure the merchants prosper and you can trust them. And when they prosper, everyone prospers. Make one of your kind wealthy Norfolk, and he gets the itch to create another king."

h) "I needed no large, wasteful army or navy, draining the treasury at all times. When England needed them, then they were available."

i) "Had I sunk the roots of my power in the uncertain loyalties of my nobles, I would surely have withered as your Gloucester did."

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COULTON, G.G., *Medieval Panorama,* Meridian, 1955.

GREEN, V.H.H., *The Later Plantagenets,* St. Martins, 1955.

ORTEGA Y GASSET, J., *Revolt of the Masses,* Norton, 1932.

MACHIAVELLI, NICCOLO, *The Prince,* Everyman's 280, Dutton.

PROGRAM 4

MEDIEVAL TECHNOLOGY AND THE EXPANSION OF EUROPE

At the time of the writing of this guide, production plans for this program have not been completed. Thus a description of the format is nor available yet. However, the content of the program is definite.

The program points out that, in the 8th and 9th centuries, Europe was a fortress turned in upon itself, concerned mainly with its own survival in the face of external pressure from the north (Vikings) and the south (Islam). Yet, by the 16th century, Europe was not only consolidated relative to its own security, but was beginning to expand its influence and to assume a position which was to lead eventually to world dominance. In addition, the economy of Europe was burgeoning and becoming increasingly wealthy as particularly manifested in its architecture, artisans and art works.

The question as to how this might be explained is asked. A tentative answer is provided by the thesis of Professor Lynn White of the University of California. Professor White has suggested that the basis of such expansion can be found in the efficiency of the military and the increased productivity of the economy. He traces these two developments to certain technological innovations. We examine these technological developments and their suggested implications.

Such treatment is designed to be thought-provoking and suggestive. Our wish is that the viewers will react in many different ways to the ideas which have been presented, and that some will feel inclined to search for other answers.

The technological developments considered are:

- the introduction of the stirrup which led to the development of armed, shock combat (the mounted knight),
- the heavy plough and horse-power which led to increased agricultural productivity,
- water-power and wind-power,
- gunpowder,
- certain navigational instruments.

SUGGESTED ACTIVITIES

1. Prepare maps to show the extent of the world known to Europeans in the 8th century and in the 16th century.
2. Build small models of the various, relevent technical objects.
3. Create a collage (three dimensional, if possible) of those contemporary, technological developments which have affected our way of life.
4. Essay, report, discussion topics:
   a) "The repulse of the Islamic threat was the great turning-point in the history of Europe."
   b) "The stirrup was the determining factor in the Norman victory at Hastings."
   c) "The effects of the heavy plough."
   d) Horse-power and the Individual Farmer.
   e) The Astrolabe
   f) The stirrup and Feudalism
   g) Compare the historical effects of the application of gunpowder and atomic power.
   h) "Historians have too long ignored technology as a factor in history."

Bibliography

WHITE, L., *Medieval Technology and Social Change,* Oxford U.P., 1962.

HISTORY – Intermediate & Senior Divisions
ASPECTS OF MEDIEVAL HISTORY
4 programs, 20 minutes each

Prog. No.	CBC 10:05-10:25	CBLT 10:10-10:30	CHCH 9:45-10:05	CKCO 9:50-10:10	CJOH 10:00-10:20	CBOT 9:30-9:50	CKLW 10:50-11:10
1	OCT. 18 FEB. 24 – 9:45-10:05	OCT. 18 MAR. 3 – 9:40-10:00	OCT. 17 FEB. 25 – 9:30-9:50	OCT. 22 – 9:45-10:05 FEB. 25	OCT. 25	OCT. 21	OCT. 29 – 10:45-11:05 MAR. 4 – 10:20-10:40
2	OCT. 25 FEB. 26 – 9:45-10:05	OCT. 25 MAR. 5 – 10:00-10:20	OCT. 24 MAR. 4 – 9:30-9:50	OCT. 29 FEB. 28	NOV. 1	OCT. 28	NOV. 5 MAR. 7 – 10:20-10:40
3	NOV. 1 – 9:30-9:50 MAR. 3 – 9:45-10:05	NOV. 1 MAR. 7 – 10:00-10:20	OCT. 31 MAR. 1 – 9:30-9:50	NOV. 5 MAR. 7	NOV. 8	NOV. 4	NOV. 12 MAR. 14 – 10:20-10:40
4	NOV. 8 – 9:30-9:50 MAR. 5 – 9:45-10:05	NOV. 8 MAR. 12 – 10:00-10:20	NOV. 7 MAR. 13 – 9:25-9:45	NOV. 12 MAR. 11	NOV. 15	NOV. 18	NOV. 19 – 10:45-11:05 MAR. 25

ASPECTS OF MEDIEVAL HISTORY